**The da Vinci Academy**

**Library Media Program**

**3 to 5 Year Program Development Goals**

The overall goal for the da Vinci Academy Library is to serve as place which adds to student achievement and prepares students for 21st Century success, as defined by the CDE in their Highly Effective School Library Program. Our school library is well on its way to becoming a Highly Effective Library. This transformation began last year with a move and remodel of the library, led by students and staff. The library redesign made it a comfortable and inviting space, with equitable access to resources and technology for a diverse group of learners (CDE School Library Evaluation Rubric Point 8).The new librarian is a certified teacher working on her Teacher Librarian endorsement (CDE School Library Evaluation Rubric Point 11). The administration wholeheartedly supports the library and in developing a high-quality 21st Century school library program (CDE School Library Evaluation Rubric Point 13). With the framework in place and improvements underway for the library, here are some steps to continue our growth toward becoming a Highly Effective School Library over the next 3 to 5 years:

* Increased collaboration between librarian and teachers
* Adequate budget to strengthen collection
* Increased hours for certified teacher librarian to allow for full-time access to library and flexible scheduling for students
* Hosting of special events for school and community

Action Steps toward implementing goals:

1. In order to increase collaboration, the librarian is a part of the 21st Century Skills committee and Arts Integration team. These committees and teams are creating templates for school-wide collaboration. The templates bring in all core and encore staff and give a clear map for collaboration. The librarian is an active member and presenter, who will use this opportunity to become a leader for school-wide collaboration. She will help teachers use the templates and train them on utilizing technology to make these templates quickly and easily accessible to everyone. The librarian will become a central figure in the implementation of 21st Century Skills and Arts Integration (a major focus for our school).
2. The librarian will continue to build a strong working relationship with the school principal, the PTO and the community, to gain access to more support and funding for the collection. She will build a strong case for strengthening the collection. (See Collection Plan chart\*). This began with a needs analysis and evaluation (conducted in key curricular areas, fall 2012) and a collection development plan. Weeding and purchasing guidelines will also be developed. These tools will be used to prove the deficiencies in the collection and the items needed to improve it.

The da Vinci collection was started in 1998. Since then the Colorado Core Standards have changed and the curriculum within the school has changed, as well. The collection needs serious updating to meet the curricular needs of the school. The librarian will also find more materials to increase diversity of formats and to meet the needs of our ever growing ESL population. This will include the addition of audio and video formatted materials and culturally diverse materials that help every student understand and embrace the diversity within our school and the world. Finally, the collection needs constant updating of popular materials, to keep students interested in and excited about coming to the library.

1. The relationship building process will facilitate the opportunity for extended hours for the librarian. Currently, the position is part time (.5 FTE). This allows for limited time with students and very limited use of the library with a certified teacher librarian present. Adding more FTE for the librarian every year will result in a full time librarian for the school, with open scheduling time for students to work on independent projects and research. There will be more time for processing and repair of books and materials. There will also be more time for evaluating and weeding the collection and improving the quality of offerings in the library.
2. In 3 to 5 years, with increased collaboration, funding and hours, the librarian will be able to offer more special programs for students, staff and the community. The chance to extend the library from its physical constraints out into the school, as a hub with spokes outstretched, will grow each year. The new, welcoming space has already become a place children ***want*** to be. Teachers want to bring their classes not just for library story time and checkout, but to research, work on projects and to make special presentations. Teachers also want to conduct their own meetings here, and even come have lunch in the space, with its warmth and central location allowing for social opportunities. The community has already been welcomed to an open house and the librarian plans to host evening story times for families, as a starting point for community outreach. The public librarian has come in for presentations to classes and there is a growing relationship between the school and public library to increase opportunities for student growth. These school and community events will only add to the development of our library and will increase the chance for collaboration, funding and student achievement.

**\*Collection Plan Chart:**

***This chart shows possible projected growth for the collection in four major areas. Series 1 represents the estimated percentage of the collection we presently have, series 2 projects the growth in 3 years and series 3 is the possible projected growth in 5 years, if the implementation plan continues as presented here.***

*Part 2--Building level collection development Plan*

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| **Points** | **20** | **16** | **12** | **0** |
| Introduction clearly describes use of document | Use of policies thoughtfully addressed | Uses of policies outlined | Minimal discussion of use of policies | Uses not discussed |
| Scope of collection development plan is discussed | Scope of policies thoughtfully addressed | Scope of policies outlined | Minimal discussion scope of policies | Scope not discussed |
| Relationship between curriculum and individual needs considered | Relationship thoughtfully addressed | Relationship outlined | Minimal discussion of relationship | Not discussed |
| Format policy statement clearly indicates future directions | Possible direction thoughtfully addressed | Possible changes addressed | Minimal discussion | Not discussed |
| Three-five year plan priority areas included | Comprehensive plan with charts or included | Plan addresses all areas of collection | Some areas of collection not addressed | No plan included |
| Three-five year plan is sensible, coherent, and attainable | Plan appears attainable and a careful explanation is given | Plan appears complete and attainable | Some parts of plan not reasonable. | Plan not included |
| Paragraphs are well organized with correct grammar. Rubric included. | Thoughtfully organized and mechanically correct,  Self-scored rubric included. | Good organization with one or two errors | Poor organization and multiple errors | Poor organization and multiple errors |

***Self-evaluation based on Rubric : 128/140***